
Educator Evaluation Policy – Non-Public and Charter Schools

The Background:

The Tennessee Board of Education (SBE) Teacher and Principal Evaluation Policy 5.201 and Tenn. Code Ann. §49-1-302 require teachers and principals employed by local education agencies (LEAs) to be evaluated annually based on both quantitative and qualitative data: 35% student growth data, based on TVAAS or comparable measures; 15% student achievement data; and 50% qualitative data.

SBE rule 0520-02-04.13 requires all teachers advancing from an apprentice license to a professional license, to receive “a positive recommendation from the local education agency based on evaluation under a model approved by the State Board of Education”.

Tenn. Code Ann. §49-1-302 does not apply to non-public or charter school teachers because they are not employed by LEAs. Also, the above referenced SBE policy and law do not specifically address the process for non-public and charter school teachers not employed by LEAs, but who are required to maintain a Tennessee teaching license, to advance from an apprentice license to a professional license. Many non-public schools are unable to comply with state evaluation requirements for teachers and principals employed by LEAs because they do not have test score data for either of the quantitative components. However, for the purpose of licensure, all individuals holding a Tennessee teacher license must be evaluated. Therefore, the SBE must amend Policy 5.201 to specify the process for license advancement for non-public and charter school teachers.

To address this issue for non-public schools for the 2011-12 school year, staff from the Tennessee Department of Education (TDOE) met with staff from the SBE. As a result of these meetings, the commissioner of education and executive director of the SBE proposed a short-term moratorium on the new evaluation requirements for non-public schools.

Moving forward, licensure policy needs to be amended to determine the most appropriate evaluation requirements for both non-public and charter schools. The TDOE will be working over the next year to determine appropriate revisions to licensure policies. It is the TDOE’s recommendation that changes to the non-public and charter school teacher license policy be aligned to the licensure revision timeline. In the meantime, the TDOE recommends revising Policy 5.201 to specify that the state’s evaluation framework used by all schools prior to 2011-12 school year is the approved evaluation model for non-public school teachers. The DOE also recommends that any charter school interested in proposing its own evaluation model have the ability to submit an application for approval to the TDOE and that the commissioner of education have authority to approve the use of the evaluation model. Attached is the amendatory language recommended to be added to Policy 5.201 under the heading “Approved Evaluation Models.”

The Recommendation:

The Department of Education recommends adoption of this item on final reading. SBE staff concurs with this recommendation.

Proposed Addition to Policy 5.201:

Approved Evaluation Models

The approved evaluation model for non-public school teachers is the state's evaluation framework used by all schools prior to 2011-12 school year.

Any charter school interested in proposing its own evaluation model may submit an application for approval to the Department of Education. The Commissioner of Education shall have the authority to approve the use of the evaluation model.